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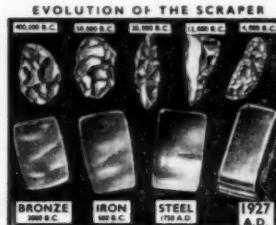


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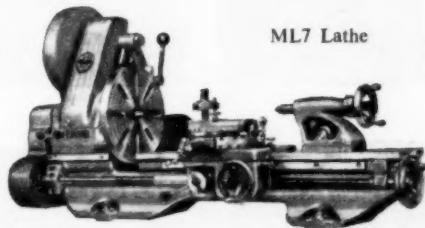
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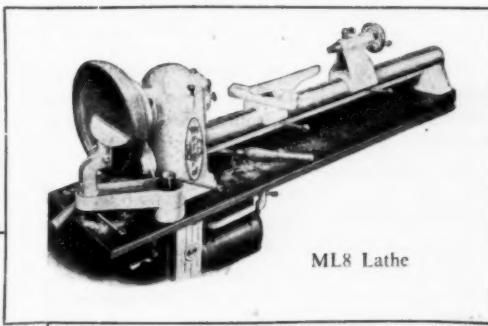
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SCHOOL GOVERNMENT CHRONICLE

AN INDEPENDENT MONTHLY REVIEW OF EDUCATION.

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APRIL, 1952

An Education Officer Looks at Circular 242

By F.M.P.

I have visited the Ministry of Education, probably due to proximity, as much as any other education officer, and had as many official conferences there; I have received the same number of circular letters and administrative memoranda, yet I have not noticed any of the arrant indifference to the nation's children or of the benighted ignorance of local conditions that, one or the other, lies as ground under many of the attacks upon Circular 242. On the contrary, my experience points in the other direction, and I am constrained, in sheer endeavour to make sense of things, to ask whether we have yet reached the Minister's real principle or principles. Let it at once be granted that the country's stability—that is, immediately for me, my continued employment and my neighbour's—is in precarious state, and that national economy fills the eye of everyone at the moment, yet surely we need no one, not even Burke, to tell us that our national life and the living impulses at its heart are not matters of day to day occurrence, or that the plans of a new Government taking office have, for the educational services of the country, a span no farther than a year or two, and a sole determination from external conditions without inner educational purpose whatever. I am compelled, therefore, to look closer at this first announcement of considered policy, to seek for positive rather than negative canons, and at once the whole Circular assumes a new character. Even if paragraph one or two and all of them make a demand for a searching enquiry into local expenditure in accordance with the varying needs, organization and even aims of local authorities, an enquiry which, first in time and in immediate concern, will effect economies, the result of the enquiry must yet retain the essential fabric of the education service. Equally, and therefore, the principal objective must be to remove the unessential. So conceived, the Circular has caught sight of the malignant growth which, as a matter of historical fact, has grown round the education services during the past decade, to become with the high prices of recent years, and particularly now in 1952, a gradually suffocating incubus upon them. All local administrators have felt it, some deplored it, less sought to check it, but now, with a rare perspicacity, local education is to receive the aid of the Minister and the Central Authority. And this interpretation of the Circular does not stand alone without support; it is borne out by the Minister's most recent utterance, "every penny" should go towards "the real necessity and the real priority of education which was to maintain primary and secondary education at their present levels and to expand technical education." She was certain, the report continues, this could be achieved, in spite of the increasing school population, etc., etc.; it is borne out by her recent reply in the

House; it is borne out by the action of the Permanent Secretary in OPENING FOUR NEW NURSERY SCHOOLS during the same week at Blackburn. Now if the Minister can, in her term of office, effect this operation, if she can cut away in any adequate degree, what has been sucking the life blood of the essential services—in naked language and without metaphor—if she can ensure that the monies allocated to the children and to education, be spent on them, she will give so vigorous a health and well-being to the service over which she presides as will place her for all time with the greatest in her line. We, ourselves, have looked steadily and steadfastly at the income and expenditure of a representative and, we think, average local education authority of 100,000 population, and are convinced she is eminently right: THAT THIS IS THE NEXT STEP IN EDUCATIONAL ADVANCE; her predecessor has placed her in a particularly happy position of a vastly increased allocation of the nation's wealth to the preservation and quickening of the nation's inner springs of civilization; and, so far from the Chancellor having 'ruined' the Education Act, 1944, if local education authorities will follow the lead, it offers as probable a path as human thought can lay down, to the second Elizabethan Era. For the first time in our history we have, by the Butler Act, an organic system of education; the insidious danger to all developing organisms is alien cancerous growth. The question is, therefore, affirmatively, what shall be fostered by the total central and local expenditure, and negatively, what, not contributing to the vigorous life of those services, should, in the vital interests of the services themselves, be excised from them.

First, we no longer need Sir G. Newman's asseverations that few, if any, of the education or any other social services yield, either immediately or distantly such dividends as our nursery schools, especially if the customary "Mothers' Society" has become an integral part of their organization. For the child admitted is often the first-born, and the influence on the young mother of the intimate nursery atmosphere and the fortnightly "Social Evenings," and "Talks," and the young mothers' consequent more knowledgeable attitude to child life and training, have the profoundest effect on children born later. The nursery school trains both child and mother, here and now, and the Minister's expected decision to those authorities who propose to close all or several nursery schools seems to follow her principle; their course is neither economical nor in the educational interest of the local authorities. But what shall be said of the dual expenditure of nursery schools? To their educational purpose has been added their assistance to industry, and even if the latter is indispensable at the moment for the country's export or rearmament,

educational funds can no longer carry the double burden; even the attempt for the past three years is already drastically curtailing some other educational provision. And if the additional load of "play centres" for the older brothers and sisters of the nursery children has also been superimposed, likewise to aid industry, with the same early and late opening and closing times, 6.30 a.m. and 6.30 p.m., and with the consequent same double shifts and staff, industry should at once be asked to pay for what it buys: should the employer, himself, have established the nursery provision, he pays the whole—everything—without question; nor, we presume, will such overwhelming financial loads be allowed to continue when the nation realizes that the average cost of maintenance in the nursery school is well beyond that for those pre-university sixth-form grammar school adolescents, and about £80 to £90 per annum, and further, that the ratio of staffing is frequently one adult to less than four children. Nor is this often-times the only foreign burden grievously bearing upon the real education service. The mother earning about £5 per week pays nothing for the twelve hours' care, and usually 6d. for the dinner, and about 3d. for breakfast and 3d. for tea—less than half the cost of all the meals and a total of 5s. per week; her neighbour, who by reason of lack of nursery accommodation has failed to get her child in a nursery school, pays not less than £1 per week, that is, presumably, some approach to the economic cost. If, therefore, in an industrial area of say 100,000 population, with fairly competent nursery provision, the nursery child's mother should continue to receive the twelve hours' care of her pre-school child, free, and the child's dinner remain at the same figure of less than half-price, but she pay about

five-sixth's the cost of the breakfast and the tea, that is, 6d. for each, bringing her weekly cost to 7s. 6d., as against her neighbour's far more indifferent "child care" for £1, the local education authority, with the employers' and the mothers' contributions together would save £10,000 per annum to expend (or otherwise) on true education, and the nursery school become a healthy and just institution, able to look all sections of the community in the face without its present hesitating and debilitating embarrassment that results from the periodic onslaught which, in Britain at least, it will suffer continuously till the injustice be remedied, or till Margaret Macmillan's life work come to nought altogether. On the other hand, a few months of the fresh air of such tonic honesty would give to every organized aspect of the nursery school life immeasurable gain and a decided impetus to further nursery schools provision through out the country.

The Minister has already proposed to cut out the local education authorities' expenditure on "Traffic Wardens" precisely for the same fundamental principle; it is not expenditure on the essential education of the nation's children. It was born of the wedding of sentimentality and the 60 per cent. grant payable by the Exchequer on approved educational expenditure, and every administrator has been decidedly uncomfortable with its morality, and distressed with its pernicious effects, for, apart from the Minister's principle, it has, by increasing the total annual estimates, put undue pressure downwards on vital necessities, as for example, on an adequate supply of books and stationery. Here we have another annual economy of £1,200 to £1,600 for such an authority. And the Minister's acquaintance with at least one parent of the evil progeny that in increasing numbers wax fat in local administration, batten on the universal mischievous 60 per cent. grant augers well for the future. But does she know the whole truth, and will the new grant formula show as equal and effective an insight, and really put an end to the evil brood. The question is so serious we shall come back to it later.

We are advised, and again happily not advised, to decapitate our grammar schools and concentrate all the sixth forms of an area in one institution on the grounds of educational as well as financial policy. But, surely, in spite of Professor Vernon's disclosures, the basic reason is that of economy alone. For the grammar school sixth form draws its pre-eminent value from its position, logical and psychological, relative to the lower school, from the needs of its pupils verging upon manhood, and the incomparable opportunity and training that position affords for education in leadership and in civic and professional responsibility. If anywhere, here are the training grounds of the nation's key men, and Arnold has not lived and worn himself out in vain; our public schools are still the institutions from which all the highest and most serious walks of national life draw their personnel, and after them, the grammar schools, great and important, precisely in proportion as they continue in the spirit of their earlier forebears. No mere intellectual advantage, not even high intellectual university attainment, can compare with this spiritual principle, fortunately, in British schools gaining in influence just now. Here we are still the envy of our sister nations. The sixth form young man about to enter the world of university or profession needs the first-former and the clever cheeky fourth-former, and—an altogether different situation—the clever cheeky fourth-formers, as much as they need him. What insight into the very heart of his living community did Dr. X, Head Master of Y show when, in all seriousness, he replied, to a remark ascribing to him power and influence in and on his school, that he had probably as much power as his head boy. No, financial gain at the expense of the grammar school sixth and its multiplicity of opportunities for practical government—that is, practice in the most precious and oldest art of our land, the British way of living, is a sordid boon. But with the high wages paid to adolescents,

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girls as well as boys, the present ridiculously small numbers in the several sixth forms of a school, small in proportion to the number of subjects the school sixth offers, cannot be countenanced, certainly just now, and what seems feasible is a concentration of the several smaller groups of subjects comparatively extraneous to the main streams, one concentration housed in one school, another in another, as circumstances demand, so that these sixth form pupils occasionally receiving instruction elsewhere, still remain at home in the heart of their school life. Every grammar school of any size will have respectable sixth forms in Mathematics, in Science, in English, in French, possibly Classics; but Geology or Art or Music or even Botany may demand amalgamation, and in a population of 100,000 two academic schools with its boys' grammar and girls' high, both senior boys and senior girls would benefit by meeting in the common class in such subjects. The saving in the highly paid staffing, in the numbers of the masters and the mistresses for the much-needed service elsewhere, and of expenditure for the authority, could be very considerable in the aggregate. Especially so, if that authority has already developed its two technical secondary schools to the degree of similar sixth forms, calling through their numbers, or lack of them, for similar concentration of the ancillary subjects.

Visual Aids in Education

Teachers' Visual Aids Groups

The National Committee for Visual Aids in Education, reporting on the work of the new Central Committee of Teachers' Visual Aids Groups, says that the response to the questionnaire recently circulated to all groups has been satisfactory. It is clear from the replies that there is considerable enthusiasm and that, as might be expected, there is great diversity in activities and organization. The local education authorities are playing a notable part, not only in the provision of visual material and equipment, but also in their support of the activities of the teachers' visual aids groups.

Educational Approach to Production

One of the most important functions of the National Committee is to provide a link between teachers on the one hand, and producers of visual material on the other. The policy of the Committee is that teachers themselves should determine not only what visual material should be made, but the form in which it should be produced. The necessary machinery, consisting of a Central Committee representing Teachers' Visual Aids Groups, a Production Advisory Committee and a Register of Teacher Advisers and Consultants, has been set up to implement this policy.

Clearly there are two stages in production. Firstly, that of determining what should be produced (i.e., deciding what visual material teachers require) and secondly, that of ensuring that this material is made in accordance with the needs of class-room teaching.

A practising teacher acts as Teacher Adviser throughout the production of all films and filmstrips made in co-operation with the National Committee, and supervises the Teaching Notes. In addition, other teachers and officers of the national bodies are consulted as experts when necessary. This arrangement has been in operation for some time and the many teachers who have helped in this work have made a substantial contribution both to the educational approach and to the content of films and filmstrips. Advice during production will be continued and developed as more teachers become experienced in the work and the register is expanded.

Function of Teachers' Groups

It is, however, the first stage of production—that of determining what material should be made—which has been given most urgent consideration by the Central Committee of Teachers' Visual Aids Groups. This, the Central

Committee considers to be of the utmost importance, as it will directly affect the available material and the general trend of development in this field during the next few years.

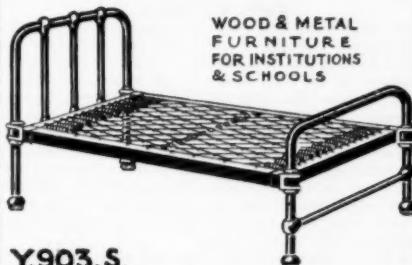
The Central Committee is anxious to ascertain the views of teachers concerning new visual material required for use in classroom teaching and is, therefore, conducting an enquiry (forms for which have already been sent out) so that teachers will have an opportunity of expressing their views and making specific proposals on the type and content of films and filmstrips which should be produced. Every Teachers' Visual Aids Group is being asked to make a careful investigation into this matter and to submit proposals to the Central Committee. These proposals will form the basis of a production programme.

In this connection, however, the Central Committee wishes to draw attention to general consideration. Since the war a large number of films and filmstrips has been produced and many of them are excellent for teaching purposes. For educational and financial reasons proposals involving duplication should clearly be avoided, where reasonably satisfactory material is already available. There are so many gaps to be filled that it would seem wise to concentrate on these in the first instance.

The London Schools' Film Society, which was founded in 1934 to encourage the use of film both as a teaching medium and as a cultural influence, has decided to expand in order to provide for the increasing interests and needs of London teachers in all branches of visual education (including that of film teaching) and in all matters affecting children and the cinema. Membership of the society is open to all teachers, administrators and others actively engaged in education in the London area.

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The Signs of the Times for Education

By MR. C. A. ROBERTS, J.P. (Birmingham) at the Annual Conference of the N.U.T. at Scarborough.

In the Education Act are gathered up the lessons of past experience in the schools, and their hopes for the future. Its architects left nothing out. It touches our lives—or would do if it were in full operation—almost from the cradle to the grave. The Education Act enshrines all our hopes for education as we would have it in our country. It is the best example yet of major legislation agreed upon by all the political parties and all the interests concerned.

Tribute is still due to Mr. Butler and to Mr. Ede for that triumph of patience and intellect over the intense, conflicting emotions that had bedevilled too long the children's cause.

I am reminded of a sentence in the earliest Presidential Address in our records: "The education of a whole people in the ways of right thinking and feeling and doing is too noble, too momentous a work to be impeded or stopped by the bickerings and rivalries of Conservatives and Liberals or by the struggle of those who are out of office with those who are in." The opinion of Langton in 1871 is still ours to-day. Education should be above the strife of parties or sects.

As far as schooling is concerned, and that is the main concern of most of our members, the Act, you will remember, applies compulsion upon parents to cause their children to receive full-time education in accordance with their age, aptitude and ability, at school or otherwise. Education in school is free of fees and charges. It lays upon County Councils and County Borough Councils the duty of contributing towards the spiritual, moral, mental, and physical development of the community by securing that efficient education is provided in primary and secondary schools. The requirement of separate buildings for primary and secondary schools was thought to be the death knell of the all-age school. Development-plans, education orders and the rest gave the Minister wider powers of direction, control and enforcement than had been given in the past. What then are the signs of the times as far as education is concerned?

Rights and Duties.

Since 1944 there has been developed in our country a comprehensive system of what we call Social Services, together making the Welfare State in which some security is available to all. Our idea of a social service is the rich helping the poor, the employed the unemployed, the strong the weak. Unfortunately it has sometimes meant the honest helping the dishonest, the careful the careless.

Any social service can be abused, so it is not surprising that allegations of misuse and abuse are sometimes made. Such allegations not only affect the standing of the service but develop cynicism, and worse still, if the abuses are real and widespread they threaten the very existence of Social Services and the Welfare State.

The art of education serves all the arts; the teaching profession serves all the professions; the social service of education serves the Welfare State, for the schools always teach by word and deed that benefits bring obligations, and rights disappear unless duties are assumed. Thus the service of education by encouraging the acceptance of social obligations buttresses and supports the Welfare State.

Is the Education Act Liable to Abuse?

Is the Education Act itself, as a social service, liable to abuse? It is, but the abuses I see are not those seen by those who hate to spend the money it demands.

Let us look at some of the main features of the Act to see how subject they have been to abuse. First, let us look

at compulsion. In general, legal compulsion upon parents is negative rather than positive. Beyond registering their children at birth and sending them to school, there are not many positive requirements. Parents are not required by law to be kind; they are, however, liable—though not as likely as they ought to be, some of you may say, in these days—to be brought before the Court if they are cruel.

If you read Professor Lester Smith's *Compulsory Education in England* or study the addresses of the early presidents of this Union, you will be sure that compulsion was justified long before it was prescribed. Before the step was fully taken, many children made only fitful progress, the waste of teaching time and energy was enormous and teachers' frustration was acute.

Proof of the value of compulsory school attendance was seen in the children themselves during the days of voluntary attendance in the early months of the war. The conduct and general physical condition of many of them got worse when compulsory attendance ceased. A further example: the Canal Boat Bill included in its provisions power to enforce school attendance. During its consideration the attendance of the children concerned improved by 475 per cent. After the fall of the Bill attendance at once began to worsen.

Of course, compulsion is only really necessary for the few, for those who regard education lightly. We appreciate the splendid co-operation of the great majority of parents who, despite their own troubles, send their children to school regularly, well dressed, well cared for. Yet because of the few, despite our friendly, happy schools and despite the much greater liking which children have for them, any relaxation of compulsion would, I feel, weaken the habit of school attendance which after eighty years has been achieved so happily that the figures of average attendance are no longer required from the schools by the Minister. But welfare officers know they still need the law behind them to deal with certain cases.

Thus, compulsory attendance is one safeguard against abuse by the unthinking and the unsocial, and consequently any suggestion of reducing the leaving age to fourteen should be vigorously resisted.

Let us examine, secondly, the absence of fees. The imposition of fees at any point between five years and eighteen years would at once destroy the conception of education at school as one continuous process. This second principle is also a safeguard in that it prevents the father's income being related to the child's age, aptitude and ability in order to determine the child's education inside the system of maintained schools. The father's income is quite irrelevant, except when he prefers and is able to pay the fees of an independent school. That choice is still available, but not for the vast majority.

Thus, transfer arrangements between secondary schools of differing type and selection procedures designed to discover age, aptitude and ability now assume a greater importance. It is of the utmost importance that these procedures should be as efficient as it is humanly possible to make them. Otherwise abuses will creep in. It is a waste of money and of much else for a pupil to be in an expensive grammar school if he cannot manage the work reasonably well. The provisions of the Act are similarly abused when a child is placed in any other type of school not suited to his age, aptitude and ability. Thus, proper provision of technical schools and special schools is very necessary. It is still insufficient.



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Thirdly, let us examine the Act's emphasis on child-centred education rather than on the subjects to be taught. Large classes are an abuse of the Act's intentions, but, unhappily, the existing regulations designed to limit the size of classes are largely meaningless in the abnormal conditions of to-day. Their purposes are still to be realized. There are too many large classes still and there are far too many in certain areas. This abuse continues and is likely to continue since students for training as teachers are not forthcoming in the necessary numbers at the required standard. We desire the numbers but insist, in the interest of quality in education, that standards of entry to training colleges be maintained.

It is possible for a child to be in a class not overlarge numerically and yet to suffer because the teacher has too wide a range of age and aptitude to deal with. In places like Selly Wick Remedial Centre there is ample evidence that even a very retarded child can be made to respond quickly if he is given sufficient of the teacher's time. In happier days this matter will, I hope, receive more general attention by those concerned. In the meantime, it might be useful for research departments in Institutes of Education to explore this question.

Fourthly, in view of what is sometimes suggested about extravagance in education let us look at the provision of books, teachers and schools. Allowances for books, apparatus and so on are not extravagant. On the contrary, increasing costs make many capitation allowances for these purposes quite inadequate. Staffing, too, is in many places also inadequate and is likely to remain so until 1961 at least. The Minister has herself stated in the House that we cannot hope for an improvement in the size of classes until the number of children begins to go down after 1961. With her we say that is a dreadful thing.

The new costs per place for new schools are not

extravagant. They are the result of the diligent application of intelligence and technical skill to an urgent problem.

Thus happily in our primary and secondary schools abuse through extravagance does not exist. The schools cannot be challenged on that score. Small wonder, then, that the Minister has emphasized the need to maintain the main fabric despite the need for economy.

In comparison with primary and secondary schools in general, certain special services, particularly residential ones, appear to be somewhat extravagant. Humanitarian and Christian principles are plainly relevant in many cases. I recall the ignorance, illiteracy and worse of the canal boat children who some thirty years ago used to present to me, for signature, their school-attendance cards. They stayed for half a day, sometimes for a day and a half, but never longer. And then off again on the fortnight's run from Birmingham to Brentford! Such children can now enjoy residence in a hostel provided by my Education Authority and attend day schools with pleasure and profit. Is this extravagance? I would say not.

"Operation Haircut."

This brings me now to another portent of our times, the cuts under Circular 242.

The facts have been well put in the Press from time to time; but the results are so varied that the position defies statistical description. I would prefer the use of figurative language. I would call Circular 242 and its results "Operation haircut."

The Minister wrote a letter to each Education Authority requesting it to undergo an educational haircut. Each was to cut off 5 per cent. of its own hair. Cutting one's own hair is at best a difficult matter, and the results may be unfortunate.

Each Education Committee set about the job in its own way. In some cases, Councils and their Finance Committees took a hand with their scissors, too, and some, it appears, used shears. The resulting heads of hair are a picture! Some cut close here, some there. Some have had an all-over trim. One Committee proposed to cut off a complete forelock and was told by the Minister that it was best to comb it out, examine each hair and then decide which should be cut and which should be spared.

I have examined the results of these tonsorial efforts, and cannot say I like them. Others have carefully hidden their shorn heads from the public gaze, but perhaps they will let us have a peep later.

During these operations, the Union's Executive collected information, published it and generally campaigned against the cuts. Effectively, too!

It is true that there were those who felt this request of the Minister to be a challenge to their power to weigh one interest against another, a challenge that involved a clash of loyalties. If the choice lay between starvation, bankruptcy and war, or reduced expenditure upon social services, then certainly we must leave room for some freedom of judgment, and we should certainly be temperate in our criticisms of those whose conclusions were not ours.

Circular 245.

Another portent: Circular 245. To me in the light of experience this was a fearful sign. Some take a different view. There is to be no new building, yet awhile, to relieve overcrowding and to replace or improve unsatisfactory buildings, to help reorganize village schools, or to build voluntary schools unless justified by the needs of new housing areas or the increasing school population.

As the Minister told us recently this decision was necessary in order that the ten years' period of school life could be maintained. The balance of advantage has been determined and the decision taken. The new building programme is expected to produce the same number of new school places as was previously planned, but it will also produce the same overcrowding, the same further use of unsatisfactory

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premises, and the same continued use of all-age schools. Nor are our problems likely to lessen since there will be considerable difficulties between 1956 and 1961 in securing sufficient secondary school places.

The Position of the Teacher To-day.

Finally, I must note the present feelings and needs of teachers. Many are in financial difficulties owing to salaries that will not meet present costs. Nearly all are bewildered by the failure of the Burnham Committee to produce quick results. Bewilderment is changing to despair. Many pensioners are in a pitiful plight; others feel keenly the application of the means test. In areas and schools where overcrowding and unsatisfactory buildings have already made teachers feel the hopelessness of giving each child the education he deserves there is a feeling that matters will get worse.

What Can We Do in the Future?

These then are the signs that lead me to the following conclusions. We must maintain the Union's non-party political attitude and show that we are doing so. We must make every effort to ensure that the Minister's programme, inadequate as it is, is fulfilled. It is particularly important that the teacher-training plans for which we share responsibility shall be successfully carried out. Without that the admittedly low standards of staffing cannot be maintained even at the existing levels. Recruitment and employment should be kept at the highest possible level and both should be kept in balance. Maldistribution of teachers must be examined and corrected. We must closely examine the expected results of Circular 245 in each area. In considering the effects that come to light it will be well to remember that the teacher in the classroom does not get his professional satisfaction through the number of children he teaches. He gets it through his success in helping individual pupils to worthwhile achievements. He expects to be paid reasonably but his teaching is not a servitude submitted to

for cash. It is generally an honest effort to use knowledge, understanding of children and teaching skill in the interests of scholars. This makes conditions very important, and let us be quite honest, the salary of the teacher is one of the most important of these conditions. We must above all confirm our belief in the Education Act. We must strive for its complete operation.

It is now nearly twenty years ago since I delivered my Presidential Address to the Birmingham Association. It contained a statement of my educational faith, and I would not change a word of it to-day. It is this: "If our personal liberty—a priceless possession—is to remain, if we are not to lose the form of government which alone can preserve that liberty, we must strengthen our democratic structure and breathe afresh into our people the spirit of belief in their destiny. Never were the schools such training grounds for liberty tempered with responsibility. Indeed a well-ordered school system contrasts deeply with a disordered world. It is our hope and desire that despite hard times a liberal education may still remain as a bulwark against subversion—a defender of our national faith."

Central Advisory Council for Education (England)

The Minister of Education has appointed Lady A. Bragg, Dr. J. Macalister Brew, Education Advisor to the National Association of Girls and Mixed Clubs, the Rev. V. P. Nevill, Head Master of Ampleforth College, and Professor H. G. Sanders, Professor of Agriculture at Reading University, to be members of the Central Advisory Council for Education (England), in place of Lady Brunner, Lord Lytton, Professor Willis Jackson, and Mr. Dunstan Skilbeck.

Professor B. Dobree has been re-appointed for a further term of office.

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"For Every Child a Chance"

In his presidential address to the Sixty-first Annual Conference of the Education Welfare Officers' Association, Mr. M. Mackinnon, of Liverpool, reminded the members that their Association is one of the oldest educational organizations in the country, and that he was not the first member from Liverpool to be elected to the high office of president. The first was Mr. George Usher, a former member of the staff of the old Liverpool School Board, who was president of the Conference held in Newcastle in 1891.

Proceeding, Mr. Mackinnon said: This is a great day for me because I am an unrepentant admirer of my predecessors and I have never attempted to conceal the fact that I regarded our Past Presidents as men who merited the attention of a community far greater than our relatively small assembly. To stand where so many great men have stood fills me with pride and at the same time makes me feel very humble.

Have we not a right to be proud of our association? Think of the changes which have taken place since our inauguration. The world is a very different place for everybody and the emancipation of the child is no longer an idle dream; or a prayer; or a bit of wishful thinking. Throughout the land it is a glorious fact in theory and where Local Authorities use the powers which they possess it is an unqualified fact. The greatness of any community, whether it be a Committee or a Country or a Continent is judged by its estimate of the child. Our estimate of the child can be judged by the motto of our association since its foundation, "For Every Child a Chance," so I say we have much about which we can be proud.

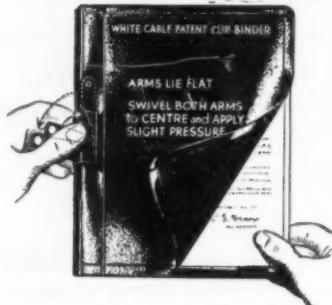
My appointment as a School Attendance Officer by the Liverpool Education Committee presented me with a great opportunity for service. Social service was in my blood for I had been brought up a Methodist and Methodists live by the precept that it is more blessed to give than to receive, but how unfortunate were the circumstances which extended my scope for social service in those dark days. In the heavy industrial areas more than half the working population unemployed or in receipt of some form of Public Assistance.

In such conditions the morale and the morality of the nation suffers, home life becomes a burlesque of what is suggested in the marriage ceremony. Unless there are other tremendously telling factors at work the children suffer most. But there were other factors at work in those days. The conscience of the British public was alive, and for the most part parents were concerned for their children. It is significant that during those dark days the competition for the few places in the Secondary Schools was keener than ever. Obviously the child had not gone under altogether but there were casualties.

The Children and Young Persons Act of 1933 gave power to Local Authorities to deal with the casualties, but its power has never been realized, or if realized has never been consistently and universally applied. What is it that is preventing Local Authorities from dealing immediately and severely with cases of child cruelty and neglect? Nothing but their own indifference or their desire to diplomatically "Pass the Buck." Nothing except the ineptitude of those Local Authorities who have taken advantage of the permissive clause in the act which allows rather than compels them to take action. In Liverpool at that time we had a far seeing Superintendent and a sympathetic Director who welcomed the additional power given to the Local Authorities under the Act. A special section was set up within the School Attendance Department to deal with problems of child cruelty and neglect and it has carried with great efficiency the duties which the Act intended should be performed by the Education Committees. Why should Local Authorities pass on the responsibility which is rightly theirs to voluntary organizations which have neither the funds nor the machinery to do the work as effectively as it could be done by those who ought to be doing it. The voluntary societies have done valuable pioneer work and are still playing an important part in preventive work but until such time as the permissive clause in the 1933 Act is amended so as to make it a compulsory duty of Local Authorities to take action this problem of child cruelty and neglect will remain a blot on our civilization. So strongly do I feel on this matter that I venture to say that had the Local Authorities accepted their responsibility and their opportunity under the 1933 Act there would never have been any new committees set up under the Children Act, 1948.

The establishment of Children's Committees up and down the country has cost millions of pounds but the problem of child cruelty and neglect still remains. Why should expensive committees be asked in these days of austerity to do work for which they may or may not be competent when each Local Education Committee has a trained staff with expert knowledge of the child and its home willing to use that knowledge in the interest of the child. Let us congratulate those magistrates who have so strongly criticized the present parrot-like method of presenting school and home reports in the Juvenile Courts. We await with interest the report on the work of these Committees during the past three years. I wonder if any of the duties formerly carried out by the staffs of the Education Committees are

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being performed more efficiently than hitherto. It may not yet be too late to effect economies in the administration of the welfare services without detriment to the children.

The Education Act of 1944 brought about many changes to the advantage of both parents and children. The motto of our Association, "For every child a chance," would, in my opinion, be a good sub-title for the Act. The years since its inception have been as difficult as any in our history, yet great progress has been made. We are moving towards the establishment of the finest Educational system in the world. Over 700 new schools have been built and the teaching staff has been increased by about 60,000. Every child is now entitled to secondary education and those who can benefit by further education have an opportunity of passing on to a University. The cost has been tremendous and is increasing rapidly but if ever there is justification for large scale spending it is in the realm of education. It is an investment and it is an investment which will pay big dividends.

We meet to-day in the spiritual presence of the founders of our association. For sixty-eight years we have had the strength of their example and in all that time the Association has given itself in the interests of social reform generally and the well-being of children in particular. Our influence in the realm of child welfare is much greater than our numbers suggest. It is common knowledge that every resolution we discuss at our conferences is echoed by field workers in every branch of Social Service. It is quite true that what we think to-day all right thinking people would like to see done to-morrow. This statement is not an idle boast nor is its truth an accident. If we have any authority and if we have won any respect in any quarter it is on the strength of our case and our case is our specialized knowledge of the homes of the people.

Social Welfare is a calling with me as I am sure it must

be with you. I give myself in the service of the child because I cannot help myself. I have watched his emancipation and like you I am pledged to safeguard that which has been won at so great a sacrifice. In the upheavals and testings to which our race will be subjected in the next few years many things which we value might fall. One citadel which must be preserved from enemies within and without is the well-being of the child. He is our hope for the future of Britain and his position to-day is the mark of the development of our Christian civilization. I have had the advantage of a Christian home and Christian training. In fact, at no time in my life have I been separated from these great influences. These things form my background and compel me to champion those not so fortunate. You will not, I hope, take it amiss if I conclude my address by commanding to you the words of one who said:

"In as much as ye have done it unto one of the least of these My little ones, ye have done it unto Me."

Mr. Leonard S. Chapman, head master of Appleby County School, has been added to the Commission of Peace for Westmorland. Mr. Chapman, who served as Mayor of Appleby two years ago, is teacher-representative on the county education committee.

More than 50,000 Arab refugee children are now attending classes in emergency schools opened in the Middle East by the United Nations Educational, Scientific and Cultural Organization and the United Nations Relief and Works Agency. Unesco reports that, during the year 1951, the number of pupils in these primary classes—conducted either under canvas or in mud-brick schoolhouses—had increased from 41,053 to 51,081. At the beginning of last year, ninety-six schools were in operation, but this number had increased to 117 by January 1st, 1952.

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Pride and Prejudice

The Presidential Address of Miss N. M. TURNER to the Annual Conference of the National Union of Women Teachers.

I have borrowed my title from one of our first, and to my mind, one of our greatest novelists. Jane Austen was a woman, a pioneer in that field of literature in which women hold high place ; but it is not of our pride in literature that I speak to-day. The pride I feel, which I am sure is shared by all my fellow-members, is in the aims and achievements of our Union, and the prejudice is in the minds of many people against women taking their rightful place as persons and citizens in the world ; we have fought against this prejudice in the past and must go on fighting until it is overcome and eradicated.

Why is there this pride in our Union ? Firstly because of its integrity. It has aims and ideals which are kept steadily before its members, and for well over a quarter of a century, it has never swerved from them. We press always for the best in education, for both teacher and child. If we appear at times to be more insistent on the claims of the woman and girl than on those of the man and boy, it is not that we wish for more goods and opportunities for women and girls than for the opposite sex, but because we know from sad experience that, if we do not raise our voices, we may be still, as we have been in the past, given second best. We feel, too, that no society can be regarded as truly educated that does not offer to all its citizens equal opportunities for every kind of education.

The story of how women stormed the strongholds of the medical and legal professions is now history and there are few jobs in these days from which women are legally or technically barred. On the other hand, it is not history but up-to-date "news" and a matter for wonderment when a woman is appointed to a high position in her chosen profession. We know that all the qualities of brain, tact and initiative which are required for such posts are not limited to men, so can it be anything but prejudice which so often bars the way even to consideration of women for the higher posts, as for example in the education service, where there is not one woman Director of Education or Chief Education Officer ?

That prejudice is even more evident on the question of Equal Pay. In the past, members of this Union have spent much time in arguing the case, but now, thanks to such efforts, the justice of the claim is largely recognized, and many people and bodies will at least say they believe in the principle.

Improvement in Educational Opportunities

Motions to the Annual Conference fall under two headings : professional and educational. Those which can be called professional, demand better working conditions and a higher status for the teacher, and the educational demands are for more facilities and a higher standard for the child. During the lifetime of this Union we have seen a great improvement in educational opportunities for children and we are justified in feeling pride in our part in bringing this about. We have been as constant in our demands for smaller classes, better buildings, longer years at school, nursery classes and schools, opportunities for games, opportunities irrespective of the sex of the child for all types of education, as we have been in striving for equal pay and equal opportunities for women teachers.

Although conditions in most schools have improved during the last half-century, we are far from satisfied yet. Too many schools on the 1925 black list are still being used ; and many more should be black-listed, particularly in the rural areas. Classes are still far too large for the individualistic teaching which every teacher knows is the only method

by which a child can be helped to develop its own latent powers. A report of the Ministry of Education for January, 1950, gives the number of classes with 36-40 pupils as 34,241 with 41-45 pupils as 23,195 and with 46-50 pupils as 12,354. Worse than this, there are 1,405 classes with from 51-55 pupils, 122 with from 56-60 and even thirty classes of over 60 children. When we press for small classes we are often told that numbers cannot be reduced because there is a shortage of teachers ; particularly of women teachers. What can be done to remedy this ? The obvious solution is to make the profession more attractive to suitable candidates. One important contribution to this lies in raising the status of the woman teacher, and it is well to remember that, in everyday life, we find that status and pay are closely connected. Teachers in the grammar schools say that it is growing increasingly difficult to persuade girls to stay at school beyond the age of sixteen years and, even if they do stay, it is just as difficult to persuade them to train as teachers. Many wish to get out into the world at sixteen to begin to earn and nowadays there are so many jobs open to them, less strenuous and better paid than teaching, that is it no wonder they are tempted into other walks of life. If they stay at school and matriculate, they can go the universities and train for professions where there is equal pay—medicine, law, and journalism, or even enter politics. We of the older generation of teachers, and I hope many other thinking people, know that teaching is an honorable profession, as important as, if not more so, than those I have just mentioned ; but we have regrettably to acknowledge that it has not the same standing in the public mind. To raise the status of the profession there must be one professional rate of pay, commensurate with the service rendered and with the esteem it merits. The woman teacher must receive the rate for the job ; she must be accepted as a worker worthy of her hire and, when this happens, one great stumbling-block to an adequate supply of teachers of the right calibre will be removed.

Education a Peace Casualty

I said earlier that, compared with thirty to forty years ago, educational standards have been raised. Although this is true, our progress has not been without its setbacks and one of the worst of these was due to the last war. It was quite rightly said by some educationists at the time, that education was the first casualty of the war. Some people thought this was inevitable owing to the disorganization brought about by war conditions and evacuation, but many of us believed that education was allowed to fall a victim far too easily. Unfortunately, another danger exists to-day and, if we are not constantly vigilant, we may find that education is a major casualty of this uneasy peace. Since our last Conference there has been a change of Government and immediately an economy drive has been initiated. We are not here to argue the need or not for economies ; this is not a political gathering. But why was the education service among the first to be attacked ? Many Education Authorities have quite frankly stated that they cannot make economies without impairing the essential fabric of the service. With the rising costs of materials, especially of paper, teachers know that not less money but more should be spent in order to maintain even existing standards. There is such a thing as false economy and it is my personal belief that it is false economy to deny full education to the children, so that millions of pounds may be spent on destruction. And what is denied to-day cannot be made up

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in the future. All too quickly, children grow up and the liberal education which they could have received when young, can never be replaced later in life by adult education, a type of education which is not only entirely different in its basis, but is also undertaken voluntarily. We have no desire to see waste or extravagance but we do wish that all children should be educated by competent people, in light, well-ventilated, water-tight, clean and attractive buildings, with enough suitable apparatus, and having opportunities for visits to places and contacts with people outside the school environment, to ensure that they are fully fitted to take their place in the world. The cheap and nasty is not good enough in the education of children.

With the change of Government there was, of course, a new Minister of Education and, as women, we were pleased that there was at least one woman Minister. We were not so pleased that there was only one and still less to learn that she was not to be a member of the Cabinet as were her predecessors. Whether this is a slight to the office or to women, it is certainly a matter for deep regret.

She has a difficult task, and being out of the Cabinet, makes it no easier. She has tried, in Circular 242, to point out ways in which economies could be made without "impairing the essential fabric of the service." When one considers rising costs of the bare essentials, one cannot see how economies can be made to the extent of 5 per cent. of the estimated expenditure, without damaging the fabric of education itself. Education, especially in some rural areas, has been the Cinderella of the social services for too long for it to be able to stand cuts and still function satisfactorily. Some authorities, knowing they cannot make the economies where the Minister suggests, have proposed others such as closing all nursery schools in their area, and to some of these economies she has said she will not agree. It is chiefly

on the building programme that the axe is to fall. We teachers know too many schools which are inadequate in size and fitness and which will soon be overcrowded if new building is even delayed. There is also the danger that the age of transfer to secondary schools will be temporarily adjusted to fit the school places available. If the age of 11 plus is not the best age for transfer, we would like it adjusted on educational grounds and not as a temporary economy measure. The restriction of the building programme will, also, mean larger classes in many places. This, we regard as a retrograde step and a very damaging one to the fabric of the education service.

Though many people will sentimentally agree that only the best is good enough for children, there is always much prejudice to overcome when there is a question of expenditure on popular education. The same folk who quibble over spending thousands of pounds on educating children will agree without demur to spending thousands of millions of pounds on the armed forces. We may need the forces for defence, but we certainly need a well-trained, educated people with opportunities for ethical growth, not only so that they may supply the goods and services which are essential for that defence, but also that they may lead the kind of life which is worthy of defence.

In conclusion then, we have pride in the achievement of some of our aims, such as the enfranchisement of women, partially in 1918 and fully in 1928; we have pride in the advancement which has been made in the standard of public education in the first half of the present century; and we are proud to say that we shall go on fighting the prejudice which bars the way to the fulfilment of all our aims, which may be summed up in the phrase—full political, social, economic and moral equality between men and women.

Death of Mr. W. J. Pincombe

We regret to record the death, on March 21st, of Mr. William James Pincombe, former General Secretary of the London Teachers' Association and Editor of *The London Teacher*.

Mr. Pincombe was trained at Borough Road, leaving the College in 1895, and was for twelve years an Assistant Master in the London service. At the age of twenty-two, his interest in local politics began when he became a member of the Willesden Board of Guardians, of its Rural District Council (now the Willesden Borough Council) and of its Education Committee and, as Chairman of this Committee, he established a reputation as a leader in educational affairs.

During his time as an official of the London Teachers' Association, Mr. Pincombe was for six years a member of the London County Council and for nine years a member of the L.C.C. Education Committee. His first appointment as an Official of the Association was as Editor's Assistant in 1907; was subsequently appointed Assistant Secretary of the Association and ultimately succeeded the late Mr. Thomas Gautrey to the office of General Secretary in 1917.

Mr. Pincombe was enlightened and progressive in his views, fair in his arguments, and just in his outlook. He was a competent and skilful negotiator on behalf of the teachers of London and a fearless champion of the great Cause of Education.

New publications from Paxton and Co., the music publishers, are "The Children's Birthday Book," comprising a selection of songs, games, recitations and a mime, by A. W. Chitty (3s. 0d.); "Simple Action Songs for Babies," by Jennifer Day (2s. 6d.); "Nursery Rhyme Singing Games," by Lucy Lock (2s. 0d.); and a Musical Comedy in one act, "Work for the Ghosts" (2s. 0d.), words by J. F. Barker and music by J. K. Payen, for five male and two female characters (acting time 45-50 minutes).



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Plan to Increase Production of Children's Entertainment Films

An international plan to put the production of children's entertainment films on an economic basis is suggested in a Unesco pamphlet, "The Entertainment Film for Juvenile Audiences," by Henri Storck.

The report points out that, at present, it is difficult to make children's films a paying proposition. Because child audiences are renewed every three years, however, producers have a fair chance of recovering their expenses since a film may be shown repeatedly over a long period. Long-term credits for producers are suggested, but this solution depends on the intensive organization of children's clubs in many countries and on the abolition of all obstacles to the circulation of films—international payments, customs and censorship. In order to ensure an effective start, Governments might pay back to producers the entertainment tax levied on special children's performances.

It is suggested that this plan should be discussed at an international conference of cinema owners. Cinema owners in many countries, it is stated, are completely unaware of the possibilities of children's clubs and would be astonished to learn what is being done in other countries. The adoption of this scheme would result in the opening of vast new outlets in many countries and would encourage the production of specialized films on an economic basis.

The purpose of this study by Mr. Storck—a Belgian film director—is to show the existence of a large juvenile public, its needs, the difficulties of producing special films for children, and the importance of choosing the right films for them. Because of the size of such a task, Mr. Storck limited his personal investigations to the United Kingdom and

France and obtained further information from a number of other countries by submitting questionnaires to experts.

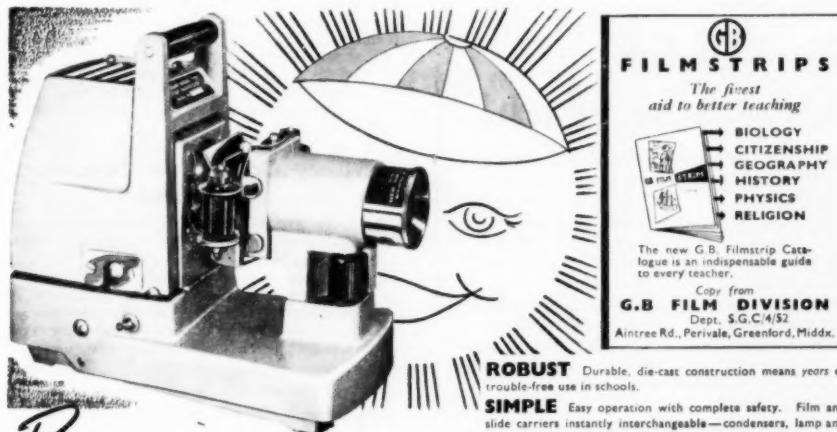
Besides the United Kingdom, only Russia and Czechoslovakia are regularly producing entertainment films for children, but some other countries, notably France and Denmark, have made some special children's films. In the U.S.A., the making of recreational films is not advocated for children 8-12 years. American children of this age have already had a wide experience of adult films, and pictures made specially for them, are said to be unpopular, the children regarding them as dull and condescending. The National Children's Film Library Committee is responsible for assuring an adequate supply of recreational films suitable for children's programmes. This Committee recommends films which are suitable, and copies are placed in the Children's Film Library.

At present foreign films are rarely shown in any country owing to language difficulties, and the inability of children to follow sub-titles, but some experiments have been made in the United Kingdom with a narrator telling the story in his own way. This has been found to be more successful than a dubbed-in sound track.

The report contains lists of children's film specialists and associations, films made for children, and adult films suitable for child audiences.

Burnham (Main) Committee

Following an application from the Teachers' Panel for an increase in the basic scale of salaries to compensate for the increased cost of living, the Burnham (Main) Committee met in London on March 25th. The Local Education Authorities' Panel asked for an adjournment in order to consult their constituents, and this was agreed.



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Expansion of Basic Education in India

A five-fold scheme of development, primarily in the field of basic and social education for the whole of India on the basis of the recommendation of the Planning Commission, has been circulated by the Central Ministry of Education to the State Governments for their comments in the first place and close co-operation in subsequent implementation.

It has been proposed to provide from the Centre an initial amount of Rs. 10 million in 1952-53 for some of the schemes, but it is probable that more funds may be available if schemes are advanced well enough to justify further financial aid during the year.

The first scheme in the five-fold plan worked out by the Central Ministry of Education envisages the establishment of a complete basic education project in each State, consisting of a post-graduate training college for the staff of basic training colleges with a full-fledged basic school for practice and demonstration; a basic training college for primary school teachers with two junior basic schools for practice and demonstration; five well-planned community centres; a Janata college for training village leaders, an integrated library service and a scheme of grants for the improvement of primary and basic schools in selected areas which should be about the size of a "development block" of about 100 villages as envisaged in the Planning Commission's proposals regarding rural-cum-urban community development.

The general purpose underlying the scheme is to work out, under favourable conditions, the whole idea of basic education from the primary to the post-graduate (training) level, to develop suitable techniques of work experimentally and, in association with it, a comprehensive programme of social education and to study their impact on the total life

of the local community. It is hoped that in this manner sound educational foundations will be laid and effective methods and techniques worked out so that, when the time for large-scale expansion comes, it should take place on right lines. The Centre will share the expenditure on this project on a basis to be decided finally in consultation with the States concerned.

The second scheme envisages the improvement of education in selected secondary schools and working out better methods in this field by means of grants to training institutions for educational research. It is also proposed to give assistance in the form of merit scholarships to enable poor and deserving students to study in existing public schools. The Government of India have under consideration the appointment of a secondary education commission during the current year for the study and preparation of long-term measures for the reconstruction of a secondary education. Rs. 300,000 is proposed to be allotted for the grants contemplated under the scheme during 1952-53.

The third scheme, for which Rs. 700,000 is proposed to be provided for the year 1952-53, relates to the production of suitable literature for children and adults in the field of basic and social education and the promotion of Hindi, particularly in non-Hindi speaking areas. It also envisages the establishment of a pilot project for the training of audio-visual experts from various States and for the production of audio-visual aids for social and basic education.

Grants to private institutions doing important educational or cultural work or experiments, grants for the improvement of library services, development of selected primary schools as school-cum-community centres, promotion of youth welfare work and inter-State understanding, etc., are some of the measures contemplated under the fourth scheme for which a sum of about Rs. 5,000,000 has been provisionally provided.

The fifth scheme envisages the establishment of a pilot centre for the education of juvenile delinquents. Rs. 100,000 has been provided for this purpose during the year 1952-53.

In making suggestions regarding the implementation of these schemes, the States have been requested to economize expenditure as much as possible by using existing buildings wherever available, e.g., palaces in merged States or suitable buildings evacuated by the Army or other departments.

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Advisory Council on Education in Scotland

The arrangements for appointing members of the Advisory Council on Education in Scotland have been made more flexible by the Education (Scotland) Advisory Council Order, 1952, which has just been approved. Up till now the Council has been in the nature of a permanent body of twenty-five members. The new Order enables the Secretary of State to reconstitute the Council only as occasion requires and to appoint fewer than twenty-five persons to be members.

Speech Education

The Speech Fellowship announces that, in response to requests, its 1952 Summer School in Speech Education will last for ten days and will have follow-up courses as well as the usual primary and secondary courses. Subjects include Voice and Speech, Solo and Choral Speaking, and Drama for Schools. The School is residential at Bedford College, Regent's Park, London, from August 6th to 16th, and students will be accommodated in comfortable single rooms. Non-residents may also be enrolled and meals provided for them. Copies of the syllabus, giving full particulars, are obtainable from The Secretary, The Speech Fellowship, 1, Park Crescent, Portland Place, London, W.1.

Educational Drama Association

"Let's Make a Play"—held on April 5th at the College of Preceptors, was the last in the series of one-day courses arranged for the Spring term by the London Group of the Educational Drama Association. Mr. Stanley Everenden (Lecturer in English at Loughborough College), who took the course, divided the students into working groups which, after preliminary discussion and improvisation of scenes, prepared a script. Towards the end of the afternoon, the plays were read and performed, and the session ended with a discussion of the work, and its application to groups of Senior children.

The Spring programme began with a course taken by Mr. John Kashdan (Lecturer in General Education at Guildford College of Art), entitled: "An Experience in Creative Art." Students were supplied with paper, brushes and powder paint, and spent the day experimenting with colour and design. Many of those present had never enjoyed such an experience before. A similar reaction occurred at the second course, when Mr. Brian Way (Director of the Drama Advisory Service), directed an afternoon session of Mime and Improvised Dance. (This was in place of the advertised course "Make and Do"—postponed owing to the illness of the lecturer.)

Teachers who attended these courses, expressed their appreciation at the opportunities provided for experiencing for themselves, the delights of *doing* and *creating*. Discussion Groups, following the courses, have given added opportunities for comparing ideas, problems and results, in connexion with work in schools and youth clubs.

Dr. A. R. Murison, M.A., Ph.D., LL.D., Rector of Marr College, Troon, has been elected President of the Educational Institute of Scotland for the year 1952-53.

Future Control of Broadcasting

The School Broadcasting Council for the United Kingdom on April 4th, passed the following resolution:

"The Council believe that the introduction of sponsorship by bodies or persons seeking to promote sales or to affect opinion would have a gravely undesirable effect on School Broadcasting as we now know it, and on the development of the educational possibilities of Television."

When the Council submitted evidence to the Broadcasting Committee under the Chairmanship of Lord Beveridge they dealt with the present standing and organization of School Broadcasting in this country and did not discuss the possibility of School Broadcasting as a part of a system based on or admitting commercial sponsorship. It is clear that such a system is still under consideration and in now making known their views on this possibility the Council recall the statements in the Report of the Beveridge Committee on the value of School Broadcasting as it has been developed in Britain during the past twenty-eight years and the views as to the outstanding success of this branch of the broadcasting service expressed by all the professional educational bodies who gave evidence. The Council have no doubt that the success and the strength of School Broadcasting in this country derives from the nature of the control of broadcasting and the effectiveness of the link which the B.B.C. has established with the educational world, advantages which they feel would be prejudiced by the introduction of sponsorship.

Mr. John D. Barbiers, Head Master of Bootle Grammar School, has been awarded the Medal of Honour of the City of Ghent, Belgium, for distinguished service to the city and Education.

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No. 3321

APRIL, 1952

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Month by Month

INFORMATION regarding the proceedings of the Burnham Committee of the 25th March were published in the *Teachers' World* with such unusual and embarrassing

promptness that it has not unfairly been described as a premature and unauthorized disclosure. This hasty action has made it necessary to communicate an official account of the action taken, even in advance of the publication of the minutes of the constituent bodies to which it was reported. It is, of course, well known that the Teachers' Panel, in spite of their initial set-back, had renewed their application for an increase in the basic scale of salaries to compensate for the increased cost of living. The Authorities' Panel had given anxious and careful thought to this unprecedented application. On the 25th March the Burnham Committee met and agreed to recommend that the application be submitted to arbitration. The proposal is that an arbitrator or arbitrators be appointed

to report to the Burnham Committee whether, having regard to the undertakings given in the negotiations leading to the settlement reached in 1951 and to the present cost of living, there should be any addition to the basic scale and, if so, what such addition should be.

It was also agreed to recommend that the arbitration report should be accepted as the Burnham Committee's recommendation to the Minister of Education, and that the Minister be asked to nominate the arbitrator or arbitrators. The Executive Council of the Association of Education Committees has resolved that the above proposals be supported and that the Association's representatives on the Technical, Training Colleges, Farm Institutes and Soulbury Committees be authorized to agree to consequential adjustments to their reports. Although it is not mentioned it may be assumed that the extension of any new teachers' increase to inspectors and organizers would for the very same reasons require "consequential adjustments" to the Report of the Joint Negotiating Committee of Chief Officers and to the salaries of their deputies and their assistants. These salaries have not been reviewed as recently or increased as adequately as the salaries of teachers, lecturers, organizers and inspectors.

It may be assumed that local education authorities will not easily be persuaded to agree to any interim increase in teachers' salaries, especially as it would follow immediately on their struggle to effect economies called for by the Minister of Education. It can no longer be denied that local education authorities have had the greatest difficulty in complying with the requirements of Circular 242. The really disastrous forms which their economies have in many cases taken prove too that even the "essential fabric" of the education service has been endangered. The Authorities have thus reduced their estimate forecasts by £4,428,168. That this should be demanded of education by the very government which can increase the remuneration of general medical practitioners by £9,750,000 for 1950-51 (with back pay bringing the total extra cost to some £40,000,000) must be a source of amazement to all thinking people. If proof is wanted that the country can afford to meet any

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just demands of the teachers these figures supply it. Even so the date of the Danckwerts Award and the time that has since elapsed in its implementation should be remembered. Such recollection will apply also to the Burnham Report and the other reports relating to the teaching profession. New and increased rates of remuneration came into operation as recently as a year ago. The increases granted were in many cases far higher than the general public was given to understand, partly as a result of the many payments additional to the basic scale which are made to almost every teacher. It is clearly and unmistakably laid down in each report that the scales of salaries "shall continue in operation until 31st March, 1954, and thereafter from year to year unless either Panel shall give to the other Panel not less than one year's notice in writing to terminate the operation of the scales on the 31st March in any year." It is clear that the scales shall operate *at least* until 31st March, 1954, and that the proviso regarding a year's notice is intended to meet the case where either panel objects to the automatic continuance of the scales after the end of the three years. There is no suggestion that the scales may be altered either by increase or decrease before the expiration of that period. Teachers are in the very fortunate position not only of having had so recent an increase, but also of having the assurance that their salaries can be reviewed once more and if necessary increased as from 1st April, 1954. That such increase would be granted and that it would be substantial may be safely assumed and is not irrelevant in considering the present immediate demand. If this demand is conceded, a precedent will have been established which even the teachers might some day have cause to regret. It is on principle as desirable from the teachers' as from the local authorities' point of view that there should be stability in the rates of remuneration at any rate to the extent of ensuring that they are not varied more frequently than once in three years.

* * * * *

ATTENTION has already been drawn to the **Transport of Pupils**. somewhat uncertain meaning of the paragraph in Circular 242 urging local education authorities to

consider the advisability of making greater use of the facilities offered by Section 55 (2) for the partial payment of fares in the case of children who require transport in order to attend a school of their parents' choice other than that nearest to their homes.

Section 55 (2) is permissive, but Section 55 (1) is mandatory. The question which puzzled some administrators was how cases which might quite undoubtedly fall to be dealt with under Section 55 (1) be treated as coming under Section 55 (2). Evidently the Circular meant to suggest that some cases were being wrongly regarded as coming under the second instead of under the first sub-section. Such cases would, however, be those only in which the conditions of Circular 83, paragraph 7 (b) did not apply. In such cases the Authority might be paying the whole of the fares where in fact they could apply a means test and perhaps as a result pay part only, or even none, of the fares. There seemed, however, to be no question of applying a means test where the conditions of Circular 83, paragraph 7 (b) were satisfied. There seemed to be no evidence that the

Ministry had in any way repudiated the view expressed in Administrative Memorandum No. 63:

"In the past some local education authorities have imposed a means test in connection with the payment of bus or railway fares of children attending secondary schools. Such arrangements are not now admissible under Section 55 (1) of the Act."

More recently the Minister has stated that she sees no objection to a local education authority dealing with the transport expenses of children as referred to in Circular 242 quoted above *under Section 55 (2) of the Act, which does not require the Authority to pay the transport expenses in full*. Apparently all cases of children attending "a school of their parents' choice other than that nearest to their homes" may now be dealt with under Section 55 (2). This comes near to a repeal, by the Minister's word only, of Section 55 (1). It creates a situation of which perhaps more may yet be heard.

* * * * *

CIRCULARS 248 and 249 and Administrative Memorandum 418 all have in common a concern for the health of those who must work in the schools of this country. The first is concerned with the implementing of the recommendations of the Joint Tuberculosis Council. The Minister had already by an earlier Administrative Memorandum dealt with the case of teachers who might contract pulmonary tuberculosis after commencing their professional career. Such teachers must be suspended from teaching and can only be reinstated after submitting satisfactory medical

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certificates at stated intervals. These intervals are to be made more frequent and over a longer period. Certificates will be based on X-ray and bacteriological as well as the present clinical examinations. It is now decided that as far as possible the same procedure shall be applied to "all other employees whose work in the education service brings them into close contact with children." All teachers will initially undergo an X-ray test and it is hoped that other employees will be similarly treated. Periodic examination will be by mass radiography units. It is satisfactory to note that independent schools wishing to give their staffs the opportunity of examination by mass radiography are urged to get in touch with their local education authority, who will arrange with the Regional Hospital Board for these teachers as for their own.

Circular 249 is concerned with the medical examination of entrants to teaching and to teacher training. All such examination should in future be carried out by school medical officers. In view of complaints made quite frequently during the past few years it is gratifying to find that the medical examinations must be free of cost to the candidates. This will remove a real grievance. The suspension of teachers on medical grounds is dealt with in Administrative Memorandum 418. Epilepsy and Mental Disorders as well as Pulmonary Tuberculosis must in all cases be notified to the Ministry. Here, too, it is the Local Education Authority's School Medical Officer who must examine and report on each case. This addition to the work of School Medical Officers should be welcomed. Of its necessity there can be no doubt at all. It is not easy to understand why the procedure required under this memorandum could not be extended by the Minister so as to apply to teachers in establishments for further education and in direct-grant grammar schools.

Education in Northern Ireland

Speaking in the Northern Ireland House of Commons, the Minister of Education (Mr. H. Midgley) said that the building of schools was Northern Ireland's greatest education problem.

The percentage of children in England and Wales enjoying secondary education of all types was about eighty, whereas in Northern Ireland, it was not quite twenty-seven. Up to the end of March, 1952, the Ministry had given final approval to building works totalling almost £4,000,000 and about £1,750,000 had already been done.

Twenty-three primary schools, five new intermediate schools, one new grammar school, one new special school and thirty-five major extension or reconstruction schemes were already under way or about to start at a total estimated cost of over £3,000,000. These schools would provide about 15,000 new school places. In the course of the present year new schemes scheduled to start included a further eighteen new primary schools, eleven new intermediate schools, one new grammar school and over twenty major reconstruction or extension schemes at an estimated cost of well over £2,000,000. Between them these schemes, when completed—and most of them should be completed by the end of 1953 or the first half of 1954—would provide a further 10,000 school places. The 1953 programmes had not yet been finally determined, but they should include at least sixteen new intermediate schools.

The most promising feature of this programme was that by the end of 1954 they should have at least twelve new intermediate schools in operation and a further fifteen or so well on the way to completion.

Technical Education to be maintained, says Miss Florence Horsbrugh, Minister of Education

Speaking at the annual luncheon of the Hotel and Catering Institute, Miss Florence Horsbrugh, the Minister of Education, stressed that technical education was not being cut and that she regarded as important not merely the maintenance, but also the development of essential facilities for technical training and preparation for industry and commerce. The Government, she said, was most anxious to give high priority to technical education of all kinds since it was one of the most effective means of securing greater productivity in industry generally.

Referring to the revised building programme for 1952-53, the Minister said that, unfortunately, our building resources were not enough to cover all our needs. The building programme for Further Education was necessarily designed to give facilities for mining, engineering, textiles, and building, a higher degree of priority than those for catering. She did not want to see technical education cut in any avoidable way; on the contrary, she wished it to expand for all forms of training, and as soon as conditions were normal again she hoped to help the catering industry to expand its training facilities also.

Miss Horsbrugh congratulated the Institute on its efforts to raise standards of training in the catering industry. There were about 5,500 students attending full or part-time courses in eighty-seven centres of different kinds, and she was sure that the Institute's Apprenticeship Scheme, which was soon to be launched, would provide a further incentive to young people to make a real career of catering. The industry, under the stimulus of the Institute, had done much to set its own house in order, but she wanted it to do more. She wanted it to use its trained manpower to maximum capacity. It was no use having well-trained students if they weren't given responsibility when employed. That merely left them with a feeling of frustration. She wanted young people to feel that by making themselves educationally competent they could ensure their own progress in the chosen careers.

"Give them the chance to rise," said the Minister, and added that pride in craftsmanship, in its widest sense, was what was needed in the catering field, as in any other. She looked to the catering industry to set and keep a high standard of craftsmanship and to see that its real craftsmen got sufficient opportunities.

Brussels Youth Conference

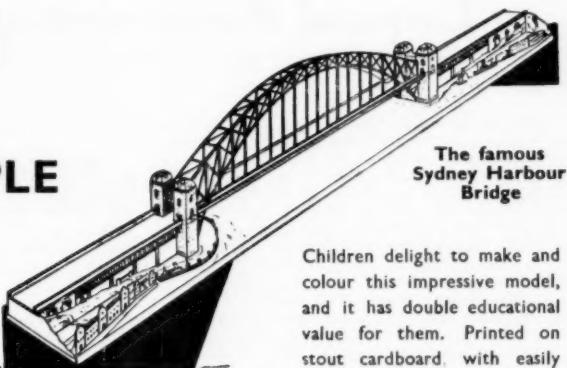
A conference of young people from the five Brussels Treaty countries will be held again this year in Brussels, from July 25th to August 8th, under the auspices of the Belgian Commission for Unesco, and "La Jeunesse Belge l'Etranger" which cordially invite young British people between the ages of fifteen and twenty to take part.

The theme of the conference will be "Belgium," and there will be discussions on "Unesco and Youth," and other subjects, and participants will need a working knowledge of French. Attractive excursions to Waterloo, Antwerp, Ghent, and Bruges, will be arranged during the visit.

One leader with each party of twenty or more is invited free of charge. The invitation extends to both groups and individuals and applications should be sent to "La Jeunesse Belge l'Etranger," 11, rue d'Egmont, Brussels, before June 1st.

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Corporal Punishment in Schools

BY E. FRANK CANDLIN

When, in the House of Commons, in April, 1947, Mr. Peter Freeman, Member for Newport, Mon., called for the total abolition of corporal punishment in schools, he had the support of large numbers of people in all walks of life. "Such punishment," he asserted, "is unjustifiable. It merely terrorises and demoralises a child. It does nothing to make a bad child into a good child. It does not correct any fault or prevent other children from committing the same fault . . . It always injures a child's character, demoralises and degrades the child and causes terror and coarseness . . . It has a disastrous effect on our young people."

All right-thinking men and women must recoil from the spectacle of an adult deliberately inflicting bodily pain on a child in order to subordinate that child's will to his own. It is fatally easy to declare out of hand that such methods, however efficacious or sanctioned by tradition or even by religious teaching, *must* be wrong.

In his reply to the Member for Newport, the Parliamentary Secretary took a cautious line. The Ministry of Education did not advocate corporal punishment, he said, but found it important to move with public opinion which has to be convinced that discipline could be maintained without it. The opinion of responsible teachers, too, must be considered. The time had come, he thought, for an enquiry into the whole problem of rewards and punishments in schools, and the National Foundation for Educational Research were to be asked to undertake such an enquiry. The Foundation's Report, a notice of which appeared in these columns recently, contains findings and conclusions, particularly upon the issue of corporal punishment, which are of importance not only to teachers and administrators, but also to parents and all interested in the upbringing of children and the efficient running of our schools. —

The Report disposes at once, as one might have expected, of any suggestion that teachers as a class are cruel or sadistic or that the professions attract an extraordinary proportion of such people. Indeed, the great majority of teachers consulted—there were close on two thousand of them—declared that they disliked corporal punishment as a disciplinary method, that they themselves had recourse to it very seldom, if at all, but that they were nevertheless, strongly in favour of its retention in the last resort, and would most vehemently oppose its abolition by law. As one co-educational grammar school head master put it: "I very seldom use corporal punishment, but I should not like to be without the power altogether. It is useful with young boys who refuse to take a serious view of some very tiresome offences and who can often be brought to their senses by a small amount of corporal punishment. I should never use it for girls, nor do I think its constant use with boys is at all a good thing, and with older boys it could only be a most exceptional resort. I do not remember when I last caned a boy, but I should feel unhappy if it were a law that it should not be used." The explanation for this apparent contradiction between principle and practice lies in the fact that, while sharing the common repugnance for any act of deliberate cruelty or violence, teachers alone are fully aware of the peculiar difficulties and problems presented from time to time in their profession.

The argument for the abolition of corporal punishment is part of a very much wider issue—the view that children should be brought up with the minimum of interference or frustration, so that they may develop naturally. What right have we, runs the argument, to impose our will on the child—still less by making use of brute force? But teachers

(and parents) know well enough the fallacy here. Sooner or later the child must take his or her place in the highly artificial society of western civilization, where certain standards of conduct and modes of behaviour are approved, while others will meet with swift and condign retribution. The teacher who fails to condition his charges to this artificial society before they leave school is deemed by that society to have failed in his duty. Moreover, he is expected by the authorities, by parents and by the pupils themselves to see that his pupils reach a standard of educational attainment at least as high as that of comparable groups in other schools. Reform our educational system as we will, schooling remains a competitive business, and no teacher can hope for social approval or material advancement unless the products of his labour hold their own.

The school "set up" is, therefore, one in which the teacher cannot afford to allow the smooth running efficiency of the organization to be seriously disturbed. For such disturbance would interfere with the progress and well-being of the majority, both directly by the hindrance to their work, and indirectly by placing so great an added strain on the teacher that he is rendered less fit to cope with the normal daily stresses and problems of classroom work.

It is clear from the Report that corporal punishment, where it is in use at all, is applied to a very small proportion of "difficult" children, a proportion which is higher in some age-groups than others but nowhere rises above 9·1 per cent. A great deal of valuable evidence has been collected about these "difficult" children, evidence that suggests lines along which research might work in order to lessen if not to remove the problem in the course of time. But at the moment it looks as though there is a small group of children for whom the use or threat of corporal punishment is necessary, having in mind the artificial conditions of school life.

It is significant, for example, that the majority of teachers who use the cane at all, do so for those offences that disturb the good order of the school. Moral delinquency usually, and scholastic shortcomings almost always, are dealt with by other methods. But the boy or girl who deliberately sets out to disrupt the good order of the school or to undermine the general standard of behaviour may expect sooner or later in most schools to have his or her name entered in the "punishment book."

But even the modest amount of corporal punishment still existing is clearly repugnant to very large numbers of teachers. While arguing for its retention so long as conditions remain as they are, most look forward eagerly to the day when its total abolition may be possible. A sample, asked for their views on the educational reforms most likely to bring this about, agreed that stricter home discipline, smaller classes and more special provision for retarded and difficult children were the most important; if, that is, the small minority of difficult children were removed from the classroom and the intolerable strain on the teacher of swollen classes were eased, the need for corporal punishment might well disappear. In other words, the use of the stick is no longer supported *in principle* by the mass of the teaching profession, although its retention is advocated for the time being as an occasional expedient.

How far those carrying out this enquiry have succeeded in eliciting the truth is, of course, a question which they themselves would agree is difficult to answer. There are, undoubtedly, some parts of the country and many individual schools where the cane is still wielded far more freely and indiscriminately than the Report suggests. The Welsh

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M.P. who raised the matter in the House educed instances to support his contention and doubtless would have had little difficulty in finding more. That it is still necessary to keep a strict watch on the use of corporal punishment in some industrial areas where teaching conditions are most exacting is emphasized by the fact that many local education authorities in such districts have found it expedient to re-issue the detailed regulations which were originally prompted by the awakening social conscience of an earlier age. But, however apt the hard-pressed teacher here and there may be to use the cane to maintain day by day discipline, we have certainly come a long way since the period when a policy of "spare the rod and spoil the child," was the general rule in our schools.

There may be those who will discount the findings of this piece of research on the grounds that to ask teachers to give their views on the abrogation by law of one of their long-established prerogatives is to invite special pleading. As the Parliamentary Secretary very properly told the House, in this matter public opinion as well as the teachers must be consulted. It is a great pity, therefore, that those conducting the enquiry did not approach others concerned with the upbringing of children—notably parents. It would have strengthened the force of their conclusions had they been able to show, as they probably would have been, that the majority of parents endorse the views expressed by the teaching professions. After all, the teacher's right to punish a child is derived from his position *in loco parentis*. Had it been shown that most parents, though deplored any excessive use of the rod, agreed that in their own experience there were times when the only thing for Tommy was the

slipper, that co-operation between school and home on which the Report rightly lays stress, might have been further cemented.

In view of the unequivocal nature of the Report, it is doubtful if the Ministry will consider the time ripe for the abolition of corporal punishment by law. But should this happen, what would be the probable results? There is on record one instance in which a Northern industrial borough, as a result of an unfortunate incident, forbade all forms of corporal punishment in its schools. Within eighteen months such was the outcry, not so much from teachers, but from the police and from the majority of parents, that the regulation had to be rescinded. It is fairly certain that those teachers who believe in or feel driven to use corporal punishment would continue to practice it in some clandestine form, so that the last state of their charges might become worse than the first. And since it has been shown that corporal punishment is commonest in those schools where teaching conditions are most difficult, its abolition by law would fall hardest on the teachers whose working conditions are already most trying. Although this is, of course, no argument for the retention of something which the public conscience considers wrong or even undesirable, it must have weight so long as public opinion is divided or until the community is prepared to ease the formidable burden borne by some sections of the teaching profession.

A more satisfactory outcome of the enquiry might be a tightening of the regulations in all areas and a closer inspection of their working, so that what is already the practice of the enlightened majority of teachers shall become binding upon all, corporal punishment being reserved as a last resort to prevent a small minority of difficult children from wrecking the orderly progress of a school. With this, most parents and educationists would be in agreement; against the still smaller minority of "difficult" parents, teachers may safely be left to the protection of the courts.

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Miss Horsbrugh said that it was more difficult for men than for women to take part in these interchange schemes, but this year travel grants from private funds had been given to pay the passages of some of the married men. Of the 105 exchange teachers at present in this country, seventeen were men.

During the past thirty years, 3,000 teachers from the Commonwealth had each spent a year on exchange in our schools and the same number of our teachers had taught in schools in the Commonwealth. There was no better method than this of strengthening the tie which united us all under the Crown.

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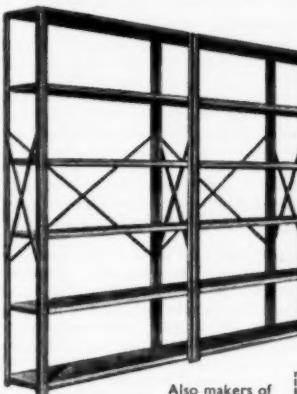
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Higher Education in Hungary

BY BEATRICE KING.

Hungary, before World War II, was still a near-feudal state, a backward, agricultural community, and under these conditions Hungary had no need for a large, university-trained population, nor for the matter of that for a large, generally educated population. Its needs were satisfied by small numbers trained in the traditional scholastic way that had not changed much since the middle ages.

That is not to say there were no scholars or scientists of repute before 1945. There were, but they received little encouragement from the authorities, and the graduates they trained were often unable to find work to which they could apply their learning.

The position changed radically after 1945, when the government set about planning the country's economy, first for a three year period and then for a five year period. The aim of the plans was to raise the standard of living for the whole people to what, for Hungary, were undreamt of heights. This was to be achieved by turning their backward, agricultural country into an advanced agricultural-industrial country. This end, to be realized, required both a whole nation with a good standard of general education, and sufficient university educated cadres for the leading posts and research. These plans opened up vast vistas that beckoned Hungarian youth towards higher education. Every aspect of them set dozens of problems in all fields of science and knowledge that were crying out for solution.

To solve the problems and to carry out the plans on a practical level, a new kind of person, with new attitudes and a new social outlook, was required. This need led to a great and new development of higher education in the arts: in history, literature, social science, education, music, etc. New cadres that would help in the development of the new man were to be trained in these faculties.

As may be imagined, higher education in Hungary, with its backward heritage has, since 1947, been going through a difficult period and meeting many problems. Students with the requisite standard, professors and lecturers in tune with the new aspirations, accommodation, equipment, and books commensurate with the demand for specialists, all these were far from adequate in quantity and quality.

The Hungarian constitution by article 48 " guarantees the right of the working people to education." This includes higher education, and the constitution lists the measures by which this is to be achieved: free and compulsory general education, extending secondary and higher educational facilities, special courses, etc., and financial support for students.

The majority of university entrants now come through the normal educational channels from the secondary schools of different types, the general (cf. English grammar school) and the specialized. The basic curriculum is the same for all types of secondary schools and includes History, Geography, Hungarian Literature, at least one foreign language and Mathematics. Thus all university students have a common base for their speciality.

Increasing numbers notwithstanding, the gymnasium or secondary school cannot yet satisfy the demand for university trained specialists. To satisfy this demand and to ensure opportunities for students of worker and peasant origin, various methods have been adopted.

To give an opportunity to young people with ability who, chiefly for economic reasons, did not get a secondary school education, the essential preliminary to university, there exist secondary school "colleges." These are residential homes where youths and girls who wish to resume education, live free while they attend the secondary school. Wherever necessary they receive a grant in addition. Guidance and help with studies is provided in the "college." This measure is greatly increasing the supply of university entrants.

Another method is the special, preparatory, one-year matriculation course, on the successful conclusion of which a student is accepted into a university or institute. These courses are mainly for young industrial workers and peasants. The course is highly concentrated and prepares the student for the specialized course in the university which he has selected beforehand. It is admitted that the first year in the university is hard for these special matriculation course students. They are, however, given extra assistance by professors and lecturers. In the second year they are found to catch up in the course. Their general education, it is agreed, is not so broad or profound as that of ordinary students, but they are expected to make this good later in life. In the academic year 1950/51, 4,500 students, of whom 500 were young peasants, attended the matriculation course; in September, 1951, the number was 6,000. All such students receive grants that cover all their expenses and assist with responsibilities for dependents where these exist.

Finally, for adults at work who feel the need for the theoretical knowledge provided by the university, there are "Workers' Evening Secondary Schools." On the successful completion of the course, they can proceed to higher education. Workers attending this course are given some time off from work for study, particularly around the time of examinations. There are also evening universities for adults at work and university correspondence courses.

A new feature for Hungary is the number of women students entering engineering and technological departments. Complete equality of opportunity for higher education for women, and the country's needs, have encouraged girls to be more adventurous in their choice of profession. They appear to be welcomed by the Faculties as well as by the male students.

The student body in a Hungarian university is of a wide age range and wide experience and yearly grows more representative. Whereas in 1938, of the then 10,000 students, only 3.5 per cent. came from workers or peasants, in the year 1950/51, 46.5 per cent. of the student body, then numbering 33,000, were of worker or peasant origin, while for 1951/52 it is 58.2 per cent. of the 40,700 students.

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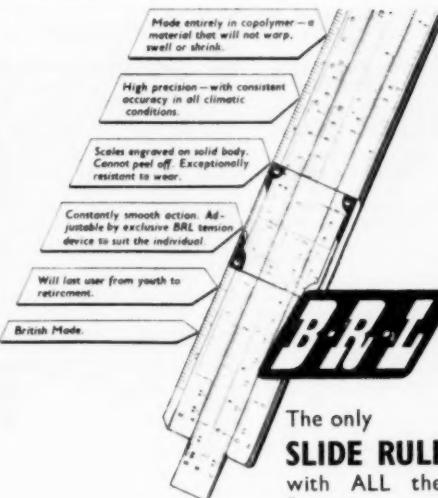
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Student hostels are a further aid to students, serving those who live too far for daily attendance or those whose home conditions make residence desirable. Where necessary, free places are provided, as well as free board. The normal cost of accommodation, including laundry, is 80 forints a month, while food in the students' dining room costs 145 forints a month for three good meals a day. The hostels provide facilities for study, including the help and guidance of tutors.

There are in addition two types of scholarships for foreign students who wish to study in Hungary, the guest scholarship and the exchange scholarship.

In the summer, students, like school pupils, may have a fortnight's free holiday.

Needy students receive free text books. 2,800,000 forints was expended by the state on such text books in 1950/51.

The country's need for students is almost insatiable. By 1954, an additional 11,000 engineers and 17,000 technicians will be required. To these should be added the scientists on whom their work is based; the architects, designers, etc., for the necessary building and housing; the artists, musicians and writers to serve the growing cultural needs of the people. Factories, enterprises, state and co-operative farms, agricultural experimental stations, the health service, the schools, all are eagerly awaiting the newly-trained specialists. At the same time, competing with the university, the secondary school leaver is offered a variety of jobs at good pay. A campaign is now being carried out to enlighten sixth formers and others on the importance of going on to the university and on the prospects which a university training opens up. Both as a source of information and encouragement to pupils and as a means of regulating applications where they are most needed, the Ministry of Education set up a new planning committee. This, in co-operation with local authorities, sets up advisory bureaux in all secondary schools to guide in the choice of a profession. In the last term of 1950/51 films describing life in the different universities were shown, open weeks for pupils were arranged at the universities, university students gave talks in the schools, and pamphlets on the universities were issued. The result of all this propaganda was satisfactory, the number wishing to continue education in the university rose considerably. There was an increase of entrants to the Technical University, for example, from 450 in 1950/51 to 3,370 in 1951/52.

A new booklet, *The Bricklayer*, has been published in the Choice of Careers series of booklets which are issued by the Central Youth Employment Executive and intended primarily for the guidance of boys and girls who are deciding what form of work to take up on leaving school. The latest booklet is one of a group designed to introduce readers to the wide choice of occupations open to them in the Building industry and also give information about the qualities and training required by boys who enter the various occupations.

Posts of Special Responsibility

BY GORDON MILLINGTON

Few schemes have aroused such widespread bitterness and discontent in the teaching profession as the invidious system of "posts of special responsibility" perpetuated by the last Burnham Report. Unwilling or unable to pay the profession the just value of its services, the Authorities' Panel attempted to mitigate what was, from the teachers' point of view, a very hard bargain, by creating conditions under which some teachers at least would be better off financially than their colleagues.

There is, of course, something to be said for recognizing outstanding ability, particularly in view of the poor prospects of promotion in teaching; obviously there can never be more headships than there are schools, and this means that approximately only one teacher in ten can ever hope to obtain one. There is also some case for recognizing the responsibility borne by a teacher who has to co-ordinate the work in a given subject throughout the school, but since only the grammar schools have a staffing ratio sufficiently favourable to permit of such organization, this point is of very limited application. It would probably be conceded that in most schools only the deputy head is in a position to earn the money allocated to him under the scheme; the remainder of the posts are sinecures, even when they purport to refer to something as specific as "careers." The Youth Employment Officer is far better equipped to deal with career advice than any of the staff, assisted by the school record cards and the comments of all teachers who have been concerned with a child. There is no reason to pay one teacher extra for work which is done by all in the ordinary course of their duties, and such a state of affairs is not unnaturally resented.

The almost universal unpopularity of the scheme stems in part from a well-justified suspicion that it is open to abuses; the special posts too often lie like ecclesiastical patronages or rotten boroughs in the gift of the head master, who is not obliged to justify to anyone the grounds upon which the recipients have been selected. Most authorities stipulate that in mixed schools the posts shall be equally divided between the sexes and there has also been a clandestine and partially successful attempt to impose equal pay in this limited field. The sex ratio surely disposes of any claim that the posts are to reward the most able teachers, for if all the best teachers in a particular school happened to be of the same sex it would be impossible to reward them. In any case, who can assess teaching ability and how? The method adopted at training colleges of awarding a teaching mark after a brief and cursory visit by an H.M.I. is purely arbitrary, and no one could claim that such an estimate is either comprehensive or reliable. Any method that could be regarded as fair to the teacher would certainly be too cumbersome to administer, and in any case a retrograde step bringing us perilously near to the pernicious old system of payment by results. Emoluments in the profession have long been divorced from the idea of amount of work done, since the teachers' work is, by its very nature, immeasurable; length of service and social responsibilities have been the criteria adopted in the present differentiation of scales by experience and sex, and it seems unlikely that any more just approximation can be obtained. Those who would abolish the sex-differential, ignore at their peril the claims of social responsibilities, and regard as an irrelevancy the central fact that nine-tenths of all schoolmasters are married, and a similar proportion of schoolmistresses are unmarried; dependant relatives, also, are not the monopoly of either sex, although much play is made of them as a relevant factor by the feminists.

The responsibility posts have militated strongly to the disadvantage of the smaller schools, insofar as the staff there have none available, and the post of head master has been

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made relatively unattractive. It is only to be expected that there will be a dearth of suitable applicants for a post carrying real responsibility and extra work when more money and less responsibility can be had by the deputy heads of larger schools. Unless the head is absent for a considerable period, it is very difficult to argue that a deputy has much to do in any but the largest schools; none the less, there may be valid reasons for such appointments in cases where head teachers know how to delegate responsibility without abandoning it.

If the special posts are to continue it is imperative that such appointments shall be allocated with at least as much impartiality as are headships. They should be nationally advertised, there should be a sufficient degree of permanence of tenure to make it worth while accepting them under difficult circumstances and there should be a clear and unambiguous definition of fair principles upon which they are to be awarded. It is possible, though doubtful, that justice is even now being done, but it is certain that it is not seen to be done. The present capricious system satisfies none of the foregoing conditions, and is consequently the cause of much real and more imagined injustice, a source of continual disharmony and friction in staff rooms throughout the country. Such friction cannot fail to affect the quality of teaching and the interests of the children.

The chief advocates of the present system will no doubt be found in the grammar school, where the far greater value of the awards has provided a convenient method of circumambulating the parity clauses in the 1944 Act. Whether grammar school work is really any more important, exacting or deserving of special reward than other types of secondary work is, to say the least, extremely debatable, and if the Joint Four Associations were to concentrate more on improving the basic scale and less on seeking special privileges for one type of school, the profession would be less easily divided and ruled on salary questions. Most teachers believe that special responsibility allowances should go; those who wish to retain them should work for the evolution of a system which a self-respecting profession can accept.

Teaching Children How to Use and Enjoy Good Books

Fiction of the right kind has a place of vital importance in children's development. This is stated in an illustrated pamphlet, "The School Library,"* issued by the Ministry of Education.

Recreative reading no longer implies a concession to childish weakness but a recognition of the fact that children have a life of their own with needs that must find healthy satisfaction. While fiction is not the only form of recreative reading, it is a main field of imaginative literature; it is the kind of literature that has the strongest appeal to most children at certain ages and is, therefore, the most effective means both of establishing the habit of reading and of influencing taste.

In their recreative reading children are actively forming conceptions of life and standards of conduct which may have a determining influence upon their career, happiness and worth to the world. With the right books and judicious

guidance these conceptions and standards will modify themselves in the natural course of growth into the outlook of a mature and civilized adult. With the wrong books and advice that development may be halved or distorted with terrible consequences.

The pamphlet, which discusses the problem of teaching school children how to use and enjoy books, deals not with textbooks, but with books used for reference, study and recreative reading. It suggests that there is now so much to know that the wisdom of trying to keep it in heads is doubtful. Much information, such as lists of rivers and mountains can be profitably left to be looked up when needed, provided that the pupil has been taught how to find it. It also points out the advantages of children studying for themselves. There comes a time when children demand more responsibility in the business of learning, and study of the kind made possible by a school library invites a different response from that associated with class teaching; it is a challenge. A pupil set to study a subject feels he is in charge and that the job is his. The point at which he begins to study for himself is a matter for the teacher to decide, but if he is to get as much benefit as possible out of his work in senior forms, the sooner he begins, the more gradual and thorough his training can be.

A main theme of the pamphlet is that given the right books and the right conditions for their use, pupils will become good readers. This is emphasized in a foreword by Miss Florence Horsbrugh, the Minister of Education, when she says: "Boys and girls want books of quality and substance to match the growth of their own powers and their own imagination. Homes and friends can often help, and so can public and county libraries, but school libraries can help most of all."

Books must be attractive and ready to hand. Both text and photographs give a picture of what is being done in some schools to encourage the habit of reading. The idea of the school library is only now making its way into our system of education and progress is uneven. Since the war, however, the advance in grammar schools has been general; the new secondary schools are striving to make up leeway; and primary schools are developing their own collections of books.

While satisfactory libraries are comparatively few and while schools are far from perfecting them as educational instruments, there is a growing consciousness among teachers that school libraries are the key to the reading problem. Many schools at present are having to make the best of moderate or poor resources and some are doing it with marked success. There are numerous examples of improvised libraries working very efficiently in premises designed for other purposes: in a corner of a hall, a medical room or a corridor.

The pamphlet states that for many of the activities it describes the only ultimate essentials are a collection of suitable books and a clear idea in the mind of the teacher about the use to make of them. The results that can be hoped for, however, are governed to some extent by the supply of books, accommodation, and furniture; by the skill of the school librarian in the selection and management of books; and by the amount of opportunity created by the school organization for the use of them.

An appendix to the pamphlet offers practical suggestions on the setting up of a good school library.

* H.M. Stationery Office, 2/- net.

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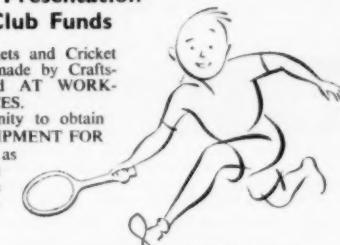


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No. 6024—Medieval London, 1—Plantagenet London.
No. 6025—Medieval London, 2—Lancastrian London.

In these strips the author has provided us with much that is missing from many history text-books. In place of dates and facts, we are faced with experiences and many interesting side-lights of the time. It is refreshing to see "Fun on the Ice," when the Thames was frozen over, and "The Grand Paddle," in the hot summer of the same year; and to see "Football on Shrove Tuesday," "May-Day Revels," and Miracle and Mystery Plays linked up with the events of the period. The notes by Geoffrey Heneay are so well written that we could wish for a book in place of the script. We find, too, that the author's artistic ability is no less attractive than his charming English—there is a soft richness in each picture, with much attention to detail, and his regard for children is reflected by their presence in almost every frame. Equally suitable for primary or secondary schools. Part 1 has 21 frames, and Part 2 has 30 frames.

Gumperts 1—The Times of the Roman Caesars. **Gumperts 3—The Vikings.**—The material for these strips was taken from Swedish sources re-edited for use by schools in this country. The former provides a background to the political and social history of Rome from the Augustan Age to about A.D. 300; the latter may be used as a background to the

history of the eighth to tenth centuries. There is no continuity of theme as these are strips for reference. Strip 1, with 50 frames, consists of photographs of statues, busts, reliefs, buildings, and places. Strip 2 has 33 frames showing Viking ships, extent of journeys, scenes from Bayeux tapestry and many examples of the art and craftsmanship of the period. These form an excellent library of pictures, especially suitable for secondary schools and colleges.

South African History—No. 1, The Portuguese Navigators. No. 2, The Dutch East India Company. No. 3 Jan van Riebeeck.—Prepared by African Consolidated Films, Ltd., with the assistance of the Africana Museum, Johannesburg. Part 1 shows how the Portuguese pioneered the development of Eastern trade markets by maritime commerce, and deals with the great explorers, their ships, voyages and extensions of their empire. The 25 frames show contemporary prints, models of vessels, maps and pictures of explorers. Part 2 traces the world events leading the Dutch to compete for a share of the trade with the East, showing how the Dutch were the only nation to establish a half-way house to the East, thus founding the South African nation. The first 6 frames are maps showing progress of voyages to the East, while the 12 subsequent frames deal with the Dutch East India Company. Part 3 concerns the wreck of the Dutch East Indiaman *Haarlem* in Table Bay, resulting in the crew establishing themselves at the Cape and maintaining themselves by growing vegetables. This was noticed by Jan van Riebeeck—a minor official of the Company among the travellers of the returning fleet—subsequently given the task of establishing a refreshment station at the Cape. The strip deals with the life of Jan van Riebeeck from then on. 25 frames.

No. 5019—Molière's *L'Avare*.—This strip of 37 frames will be of particular interest to those who are studying this play in connection with this year's General Certificate. It is compiled by J. T. Stoker, M.A., D. de L'U Paris, and provides from contemporary illustrations a study of Molière's play as it has been portrayed through the centuries. The very full script gives many useful references and comments providing much useful material for discussion, especially the varied portrayals of the character of the miser. The student is helped in this by many photographs and drawings in the strip which includes also scenes of the Palais Royal.

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U.9 Carpentry, 1. U.19—Carpentry, 2.—The aim of these strips is to impress the correct handling of tools by reference to close-up photographs, and as such will serve to recapitulate and emphasize the practical demonstration by the teacher. All the pictures are clear and illustrate just the point required. In addition, the various parts of the tools are named where necessary, and all frames have explanatory captions. Strip 9 deals with various types of saws, chisels, and gouges, with instructions for care and maintenance. 34 frames. Strip 19 deals with the various planes, spoke-shaves and scrapers. Examples of rebate work and beading, routing and moulding are included; dismantling and setting are also figured. 36 frames.

U.8—Wood Engraving.—The strip opens with some examples of early wood engraving in the fifteenth century, and the progress to metal engraving with the differences in inking. The use of end-grain surface is then dealt with and the purpose and handling of the tools used. Examples of Thomas Bewick's fine work are shown and the various steps in building up one of his drawings are analysed—i.e., the dark against light, light against dark and the half tone areas. The strip concludes with examples of reproductive Wood Engraving of the nineteenth century. 41 frames.

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U.5—Pond Plants.—The illustrations are all hand-drawn and the plants depicted are the arrowhead, water crowfoot, bladderwort, Canadian pondweed, duckweed, and spirogyra. 8 frames show the various parts of a land plant (wallflower), and the following 8 serve to compare a water plant with the former. Inset diagrams are given where magnified details are necessary. Suitable for primary and secondary modern schools. 36 frames.

* * * *

U.6—Larger Pond Animals. U.7—Smaller Pond Animals. Strip 6 deals with the stickleback and the minnow; the frog, toad, and newt; mussell and fresh-water snail; water-vole and grass-snake. 36 frames. Strip 7 deals with the diving beetle, whirligig, beetle, gnat, dragonfly, mayfly, water scorpion and boatman, caddis flies and water spider. 36 frames.

In both these strips the life histories are given and all the illustrations are drawn. The age group given in the script is 9-13 years, but we feel that for children in this age group actual photographs would be much more satisfactory. In the case of the larger pond animals, this is not a difficult matter and no drawing can compare favourably with the photograph of an animal in its natural habitat. With smaller creatures photography becomes increasingly more difficult except in the hands of skilled specialists; it is then that the artist may be of assistance, but he must be an expert biologist as well as an efficient artist, to produce a faithful rendering of the subject. The dragonflies and larvae depicted in the strip are mere pictorial representations, grossly inaccurate and only good enough to convey an impression to children UNDER 9. Neither would a dragonfly emerge with wings drying in the position shown. Artistically the strip looks good, but in this subject, it is essential that faultless drawings should be prepared for both children and teachers. Those desirous of knowing the standard of illustration acceptable for schools, colleges and universities should consult *Flies of the British Isles* (Colyer and Hammond) 1951, in the "Wayside and Woodland Series," Warne, London; and for line drawings, *A General Textbook of Entomology* (A. D. Imms), 1951, Methuen, London.

Correspondence

Parents' Choice.

To the Editor, SCHOOL GOVERNMENT CHRONICLE.

SIR.—I heartily agree with Mr. Albert Neil—it is absurd to compare Welsh and Esperanto. The Welsh is obviously of use only to a Welshman and locally and its structure bears so little relation to the modern languages that the learning of it could not help in their study, whereas Esperanto is so logical and so closely related to the basic material of the European languages that the learning of it in itself is of great assistance in the study of other tongues, quite apart from its great value in international relationships at a personal level and the fun it can provide as a hobby. The time spent on Esperanto in any school is more profitably employed than in the study of any other language and it is a great pity that it is not taught in many more schools.

Yours faithfully,
W. H. COVENTRY.

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How to Choose a Job. (Pictorial Charts Unit, 5s. net.)

A well-designed chart giving advice to secondary school leavers on the choice of a suitable career. The general theme is the need to weigh one's own capabilities against the different kinds of employment available. "Sum yourself up—sum up the job." Particularly useful for display in the secondary modern school. The interests of girls are considered as well as those of boys.

BOOK NOTES

Opera Production for Amateurs, by Harold Smethurst. (Turnstile Press; 8s. 6d. net.)

The production of opera in schools is not only an ambitious venture, but carries with it the added penalty that this form of stage presentation suffers more than any other from indifferent performance. It must be done well if it is done at all. But provided success can be reasonably assured, it is also the school "project" which offers most opportunities for all talents to find expression. The annual mounting of a full-scale opera can give point and direction to the whole year's cultural work in a school. Any school which is toying with the idea of attempting this task will find Mr. Smethurst's practical handbook most helpful, as will those where the opera is already well established. Besides much general advice on the choice of a suitable work, casting, settings, etc., the book contains detailed guidance on the rehearsing of both orchestra and cast, and on staging the actual production. The author makes no claim to teach either the conductor or the producer his business, but he does indicate clearly how the experienced practitioner may adapt his knowledge and skill to the producing of opera.—C.

* * * *

Common Sense in the Primary School, by J. C. Gagg. (Evans Brothers, 9s. 6d. net.)

The conscientious class teacher in the primary school must often be bewildered, bowed down almost, by the multifarious results of educational research which are placed at her disposal, if not thrust upon her. Does she know enough about them? Is she making enough use of them? Has all this labour been expended in vain while she goes on in much the same way from year to year? Perhaps during the summer holidays, in the all too short respite from coping with her class of fifty, she may dip into one of the many studies of work in the primary school made by those who seem to have so much more time on their hands than she has. Such teachers will find this little book refreshingly practical and alive. Its message is simple and direct. It is that children can learn thoroughly and happily through a balanced mixture of initiative and control. And it shows just how they can learn in this way. The scene throughout is the classroom; the children are real children, and the lessons discussed are real lessons. There is a wealth of workable suggestions for bringing new life and interest into learning. No primary school teacher could read this charming book without interest and profit. It is well illustrated and attractively produced.—C.

* * * *

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Application forms and further particulars can be obtained from the Secretary, Ministry of Health, 32, Rutland Gate, Knightsbridge, London, S.W.7, and must be completed and returned to him not later than the 3rd May, 1952.

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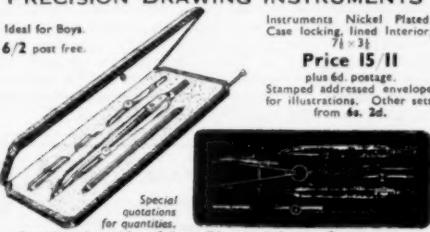
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find this a useful book to have available to the pupils; it endeavours constantly to show the geographical background to many historical and current problems.—C.

* * * *

The Preparatory Schoolboy and his Education, Edited by E. H. Allen and L. P. Deatly (Evans Brothers, 9s. 6d. net.)

Whether or not a small group of the nation's children should, by reason of their parents' income, enjoy a form of schooling different from that provided for the majority under the State system, is a problem for a political rather than an educational journal to discuss. From the educationists' and the parent's point of view, the problem is rather, do the independent schools justify their claims to provide something so much better than that which can be had for nothing in the State schools as to warrant the high fees they must of necessity charge?

This book, which is by way of being an *apologia* for the preparatory schools, has been compiled by a group of preparatory school headmasters under the auspices of the I.A.P.S. It is, therefore, open to the charge of being a piece of special pleading. But there can be no doubt that it makes a case (for those who needed to have a case made). And there is more to their case than small classes, high staffing ratio or superior school buildings and playing-fields. Perhaps the secret lies in the fact that in the independent schools the break between one type of school and another is made at thirteen instead of at eleven; the boy is left free to develop his whole personality, and the strains of competitive examinations followed by re-adjustment to a new environment are delayed to an age when the boy is ready to cope with them.

Not, of course, that the smaller classes and better conditions are unimportant. Until the authorities (central and local) see their way clear to reducing the size of classes to manageable proportions, parents who can possibly afford it will struggle to give their boys the advantage of more individual attention. Although most day preparatory schools frown on the practice (understandably, since it does not fit in with their schemes of school work), an increasing number of parents are sending their boys to preparatory schools until the age of eleven and then entering them for places in the State grammar schools. This in itself is another tribute to the value of what these preparatory schools can give. The sacrifices which many parents are at present making to secure for their children the type of education described in this book would be materially eased by the grant of income tax relief so narrowly defeated in the last Parliament.—C.

* * * *

Fundamental Chemistry, by Henry Wilkins, Ph.D., M.Sc. (University of London Press, 10s. 6d. net.)

Dr. Wilkins' "Fundamental Chemistry" is now well established in the schools as a textbook for those taking the General Certificate at the Ordinary Level. While working to no single syllabus, it aims to take the pupil through a systematic and orderly study of elementary chemistry, both experimental and theoretical, which will prepare him for any first examination, and lay a sound foundation for further study. A number of improvements have been made in the new edition and the treatment of electrolysis has been completely rewritten in the endeavour to present the subject in the light of present-day knowledge. A selection from the papers set at the various General Certificate examinations in 1950 has been included—E.F.C.

The Charm of Birds, by Viscount Grey of Falloden.
A Man's Life, by Jack Lawson.

The Pathfinder Library (University of London Press, 5s. net.)

The film trailer has brought superlatives into discredit, so that it has become difficult to express whole-hearted approval without the appearance of insincerity. We must content ourselves therefore, with entreating anyone responsible for stocking a library for young people to look at this new Pathfinder series; we venture to wager that no further recommendation will then be necessary. The publishers tell us: "The Pathfinder Library is a series of books on travel and exploration, the lives of interesting men and women, accounts of true adventures on land and sea, narratives of life in remote parts of the earth, books on nature and wild life, on music, art and science; in short, on most of the many topics that interest boys and girls... Every kind of book except works of fiction will be found in the Pathfinder Library, and every book in the series has been specially selected with the young reader in mind. Where necessary, the original text has been slightly abridged and explanatory footnotes have been added. Great care has been given to the choice of type and format, and in all appropriate cases the books are illustrated, sometimes with the original maps, photographs and diagrams." If they can maintain the standard set in the two early volumes we have seen—"A Man's Life," the story of a miner who rose to a seat in the House of Lords, and Lord Grey of Falloden's most delightful of nature books, "The Charm of Birds"—they will have done a useful service indeed. It is difficult enough, in all conscience, to find acceptable general reading matter for adolescent boys and girls which neither "writes down to" nor soars beyond them—E.F.C.

* * * *

La Petite Provinciale, by Sheila M. Smith, M.A., Lès L. (University of London Press; 2s. 9d. net.)

Those teachers of French in girls' schools who have used Miss Sheila Smith's earlier volume, *Voici Marise*, will welcome this new reader for third and fourth year pupils which is arranged on the same plan. A series of delightfully convincing stories are woven round a central character—this time the little orphan Danielle, brought up by the widow Poncet. Each story is followed by ten straightforward questions in French to test comprehension and a list of idiomatic expressions. One or two simple and attractive poems by French authors have been added and there is a French-English vocabulary. A useful reader for the transition stage before the pupil is ready to start on more difficult French texts.—E.F.C.

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